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An analysis of teacher turnover in the Stockton Unified School District for the school years 1954-56

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AN ANALYSIS OF TEACHER TURNOVER
IN THE STOCKTON UNIFIED SCHOOL DISTRICT
FOR THE SCHOOL YEARS 1954-56

A Thesis
Presented to
the Faculty of the School of Education
The College of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Robert Earl Maxwell
June 1958

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CHAPTER I

INTRODUCTION

Each year thousands of teachers in the United States are involved in teacher turnover. This turnover may be due to a change in teaching position, leaving the teaching profession, or retirement for one of several reasons. When the supply of teachers is large enough to equal demand, the fact that a number of teachers leave is viewed as normal and not of major importance. On the other hand, when there is a shortage of qualified teachers, the fact that a considerable number leave teaching or change jobs each year assumes greater significance.

Some amount of turnover is, no doubt, a healthy symptom of growth and progress in the teaching profession and, therefore, in public education. A small amount of turnover tends to bring new ideas, techniques, and plans with the new teachers who come into the district. However, when teacher turnover reaches great proportions in a given area, it may lead to a degree of instability that could endanger the quality of the school program in the area affected. "It has been estimated that the efficiency of an industrial plant is inversely proportional to the amount of labor turnover,"¹

¹William B. Forrest, "Teacher Turnover Can Be Reduced," The Nations Schools, 54:58, October, 1954.

One might conclude from the following statement that in California growth alone would not only guarantee the symptoms of healthy progress, but would create some amount of instability without the aggravation of teacher turnover.

In the next ten years a supply of new elementary teachers nearly equal to the total number of all certificated personnel currently employed [in California] must be recruited, trained, and made available for assignment. A supply of new secondary teachers equal to half the total number of all certificated personnel currently employed must be recruited, trained, and made available for assignment [in California].²

Each year in Stockton, as in many other California school districts, administrators undertake a search for teaching talent that begins in February and ends after school opens the following September. Some of these new teachers are needed to meet the demands of growth, but the greater number are needed to replace teachers who have resigned. The Stockton Record quoted Associate Superintendent Donald R. Sheldon in 1954 as stating that "forty of the teachers will be required because of expanding enrollment in local schools, and 120 will be needed to replace teachers retiring, resigning, or transferring."³ Many other statements, both in official Board of Education minutes and in

² James C. Stone, Teachers for Tomorrow's Children: A Study of the Supply of and Demand for Certificated Personnel in California Public Schools, 1955-56 (Sacramento: California State Department of Education, June, 1956), p. 30.

³ Feature story in the Stockton Record, February 12, 1954.

the press, give further recognition to the problem of holding good teachers.

Therefore, the reasons why teachers leave have become a matter of distinct interest and concern to educational leaders everywhere. If these teachers leave for preventable reasons, "the supply of teachers can be improved by undertaking the ounce of prevention which is said to be worth a pound of cure."⁴

I. THE PROBLEM

Statement of the problem. The problem was to determine the extent of teacher turnover in the Stockton Unified School District for the school years 1954-1956 and to analyze the factors involved in the teacher turnover for the year 1955-56.

The problem had two parts. The first of these was to explore the magnitude of the problem by analyzing the percentages of teacher turnover experienced in the Stockton Unified School District for the three years included in the study.

⁴ Edmund H. Crane and James Ervitti, Reasons Why Some Teachers Leave Public School Teaching, The State Education Department, Division of Research (New York: The University of the State of New York, January, 1955), p. 5.

The second part of the problem was to determine the factors involved in teacher turnover in the Stockton Unified School District for the same period of time and to make an analysis of those factors. To do so it was first necessary to examine the stated reasons for resignations during the three years studied. In addition the significant characteristics (e.g., age, sex, etc.) of the group resigning in 1955-56 were studied, and an analysis was made of factors, unstated in their resignations, which seemed to have contributed to teachers' resigning during that year, either to be employed in another occupation or to teach elsewhere.

Delimitation of the problem. As previously indicated, the problem was limited to the three school years, 1954-1956, and to the Stockton Unified School District. The purpose in so limiting the problem was to be certain that the time span was extensive enough to give an accurate picture of the problem and to be indicative of trends, and at the same time to be limited enough to assure availability of accurate information and to allow reasonable ease in handling the subject. The Stockton Unified School District was selected for the study because the employment and holding of teachers was a matter of significance to this school district.

The teachers included in the problem were those who resigned from the Stockton Unified School District during the three years included in the study. This did not include

teachers who took a leave of absence unless they later resigned within the time limits of the problem. It also did not include the resignations of part-time temporary teachers who resigned annually for the convenience of the school district.

II. THE PURPOSE OF THE STUDY

The primary objective of the study was to present a description and analysis of the problem in order that the extent and causes of teacher turnover in Stockton might be more fully understood. With today's shortage of trained teachers and with the prospects that that shortage will continue into the foreseeable future, a study which might increase understanding of the problem of loss of trained teachers from the school district should prove to be of value.

The annual loss to Stockton due to teacher turnover is more than a matter of the expenditure of money and time in recruiting, orienting, and training replacements for the experienced teachers who have resigned. This loss also represents a decrease in the quality of the educational program through the replacement of the experienced teacher with the inexperienced, and of the trained teacher often with one who has less training.

Therefore, a second reason for the study was to identify underlying factors or characteristics of teacher

turnover in Stockton which might suggest planning for more effective teacher holding power for Stockton and, possibly, for other school districts.

III. METHODS OF PROCEDURE

Data for the study were gathered from the minutes of the Board of Education of the Stockton Unified School District, from the personnel files of the district, and from the resigning teachers. The teachers contacted were interviewed if they were available; however, those teachers who could not be reached for the interview were mailed the same form to be used as a questionnaire. Data were gathered relative to the extent of teacher turnover, the reasons given for resignation, the characteristics of the resigning teachers, and the factors underlying teachers' resignations. Questionnaires were sent to nine other California unified school districts to determine the extent of teacher turnover in other school districts similar to Stockton in size and plan of organization.

A detailed explanation of sources of data and of methods used in gathering and analyzing the data is given in Chapter III.

IV. DEFINITIONS OF TERMS USED

Teacher turnover. The term teacher turnover in this thesis was used to mean the number of full-time certificated

personnel leaving the employ of the school district within a given period of time, thereby necessitating the hiring of an equal number of persons to replace them.

Extent. The term extent was used to mean the amount or proportion of teacher turnover.

Factor. The term factor meant "one of the elements, circumstances, or influences that contribute to produce a result,"⁵ the result being, in this study, teacher turnover.

School year. The term school year was used in this thesis to mean the year beginning September 1 of the preceding year and ending August 31 of the year indicated by the date. For example the school years 1954-1956 would include a time period from September 1, 1953 to August 31, 1956. The use of the term school year 1955-56 would mean the time period from September 1, 1955 to August 31, 1956. The term 1956 school year would also mean the time period from September 1, 1955 to August 31, 1956. While the above does not coincide with the fiscal school year, it is the year covered by a twelve-month teaching contract.

⁵William Allan Neilson, editor in chief, Websters' New International Dictionary of the English Language (second edition; unabridged, Springfield, Massachusetts: C. and C. Merriam Company, 1956), p. 908.

V. ORGANIZATION OF REMAINDER OF THE THESIS

The remainder of the thesis is organized into five chapters. Chapter II is a review of the literature related to teacher turnover. In Chapter III sources, collection, and treatment of data are discussed. The problem of the extent of teacher turnover in Stockton is taken up in Chapter IV; the factors involved in teacher turnover are covered in Chapter V. Chapter VI is a summary of the findings of this study with some conclusions and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature on teacher turnover has been so organized as to relate the titles discussed to the two principal aspects of the problem--the extent of teacher turnover and the causes of teacher turnover.

I. LITERATURE ON THE EXTENT OF TEACHER TURNOVER

Teacher turnover usually does not present a problem when there is an oversupply of teachers. As previously indicated, only during periods when a shortage of trained teachers exists, does the problem of teacher turnover assume importance.

The first period of undersupply of teachers in the United States in this century began during World War I and lasted until about 1924.¹ In 1925 the supply of and the demand for teachers was approximately in balance.² In the year 1926 an oversupply of teachers began to develop, reaching its peak in 1932 when only 40 per cent of the new, trained teacher candidates were able to find jobs in teaching.³

¹Earl W. Anderson, "Teacher Supply and Demand," Encyclopedia of Educational Research (New York: The Macmillan Company, 1950), 1424-27.

²Ibid. ³Ibid.

The remaining depression years were a period of gradual improvement in the supply and demand for teachers until in 1941 an undersupply again existed.⁴ The teacher shortage became more critical as World War II progressed, and, although the supply of teachers has greatly increased since reaching its lowest point in 1944, the growth in student population has greatly outstripped the increase in the supply of trained personnel.⁵

Literature in broader studies relative to the problem of teacher turnover has generally been concerned with the supply of qualified teachers needed to meet the demands of growth in the school population and to replace those leaving teaching. Recent literature on this broader subject, however, emphasizes the importance of teacher turnover, as compared to growth in population, in creating a demand for new teachers. Stone pointed out that, while 5,413 teachers were needed in California in 1956-57 because of increased enrollment, 9,773 were required to replace those teachers who would not return to the classroom that year.⁶ Data gathered by Crane and Erviti in their study of the reasons teachers

⁴ Ibid. ⁵ Ibid.

⁶ James C. Stone, Teachers for Tomorrow's Children: A Study of the Supply of and Demand for Certificated Personnel in California Public Schools, 1955-56 (Sacramento: California State Department of Education, June, 1956), p. 13.

leave teaching in New York State were very similar to that collected in California.⁷ In an Illinois study Charters found that teacher turnover was about 8 per cent annually in large schools and as much as 30 per cent each year in schools with less than ten teachers.⁸

II. LITERATURE ON THE CAUSES OF TEACHER TURNOVER

The causes of teacher turnover can be found in both the characteristics of the group of turnover-prone teachers--those teachers inclined to change positions--and in the reasons they gave for leaving their jobs. According to Stone, 30.95 per cent of those leaving teaching in California in the year 1955-56 had less than three years of experience.⁹ Of the total group, 67.29 per cent were between twenty-one and thirty-four years of age.¹⁰

In the above study the reasons most frequently given for leaving the profession were maternity, 22.9 per cent; moving out of state, 20.58 per cent; inadequate salary, 14.07 per cent; and marriage, 11.88 per cent.¹¹ Dissatisfaction

⁷ Edmund H. Crane and James Ervitti, Reasons Why Some Teachers Leave Public School Teaching, The State Education Department, Division of Research (New York: The University of the State of New York, January, 1955), p. 6.

⁸ W. W. Charters, Jr., "What Causes Teacher Turnover?" The School Review, 44:294-99, October, 1956.

⁹ Stone, op. cit., p. 14. ¹⁰ Ibid. ¹¹ Ibid.

with administrative policies, large classes, and numerous extracurricular activities were other factors named.

Data relative to the causes for teachers' leaving in Crane and Erviti's New York study were very comparable to those gathered by Stone. Seventy per cent of the women and 60 per cent of the men leaving teaching in New York were under thirty years of age.¹² Over 70 per cent had taught less than five years;¹³ 76.3 per cent were probationary teachers.¹⁴

The reasons for the New York resignations varied but slightly from those for California. The New York resigning group was divided according to sex. For the women the most common reasons given for resignation were 32.2 per cent, pregnancy; 15.7 per cent, marriage; and 5.5 per cent, salary. The most significant reason for men resigning was salary, 29.9 per cent.¹⁵

W. W. Charters relates teacher turnover in Illinois to school size.¹⁶ In addition he indicates that salary and community size are important, related factors in this problem. Charters' principal thesis, however, is that to understand turnover one must understand the teacher. He stated,

¹² Crane and Erviti, op. cit., p. 7.

¹³ Ibid., p. 9. ¹⁴ Ibid., p. 4. ¹⁵ Ibid., p. 17.

¹⁶ Charters, loc. cit.

"Teachers with differing orientation to their jobs are turnover prone in characteristically differing degrees, and that school districts vary in the kind of teachers they attract."¹⁷ Named as turnover prone were unmarried women, young married women, and professionally ambitious young men. Not turnover prone were older unmarried women and older men.

Forrest found no correlation between school district size and teacher turnover.¹⁸ However, in his study of the Los Angeles area, he did find a tendency for teachers to gravitate toward the larger population areas. Forrest also found a correlation between rate of pupil population growth and teacher turnover. He attributed this relationship to the need for rapidly growing districts to hold teachers and to the greater opportunities for advancement which may have existed in those districts.¹⁹

Forrest discovered a 10 per cent decline in annual turnover in the Los Angeles area elementary schools during the five-year period beginning in 1947-48.²⁰ A similar downward trend in teacher turnover was also found in California school districts under 800 A.D.A. during the years 1946-49.²¹

¹⁷ Charters, op. cit., p. 297.

¹⁸ William B. Forrest, "Teacher Turnover Can Be Reduced," The Nations Schools, 54:58, October, 1954.

¹⁹ Ibid. ²⁰ Ibid.

²¹ California Teachers Association, Department of Research, "Survey of Teacher Turnover in California School Districts Under 850 A.D.A.," C.T.A. Journal, 46:54, May, 1950.

When considering the problem of the reduction of teacher turnover, the following writers first cited the need for overcoming the shortage of trained teachers. A summary of the concluding recommendations made by Stone would indicate that some of the steps to be taken to reduce the teacher shortage are (1) to provide greater financial incentive for teachers, (2) to increase college manpower to meet the demands of all occupational areas, (3) to recruit more college students to teaching, (4) to get credentialed persons into the classroom, and (5) to increase teacher holding power.²²

In addition to recommendations similar to Stone's, Crane and Erviti suggested that in light of the primary importance of marriage factors in teacher turnover, a special recruitment program should be aimed at returning trained married women to teaching.²³ They suggested "head of the family" increments and ranking teachers, similar to the college system, as a possible means of lending prestige to teaching.²⁴ The authors felt that dissatisfaction with the administration indicated a need for more supervision and for a program to increase understanding of the duties and purposes of the administrator.²⁵

²² Stone, op. cit., p. 45.

²³ Crane and Erviti, op. cit., p. 42.

²⁴ Ibid., p. 43. ²⁵ Ibid., p. 44.

In his article Forrest did not suggest means of reducing teacher turnover; however, he did indicate a general decline in teacher turnover which he attributed to (1) better personnel relations, (2) better teaching schedules, (3) better salary, and (4) more realistic attitudes toward marriage and maternity.²⁶ Charters pointed out that to reduce turnover one must first know which teachers are prone to turnover and which are not.²⁷ In other words, the teachers attracted to the district would have to be analyzed in this respect.

Teacher turnover occurring early in the careers of young teachers was ascribed by Wandt and Arkman to lack of knowledge about the job.²⁸ The writers recognized the obvious factors in teacher turnover, e.g., salary, marriage, but they also noted that the beginning teacher is frequently looking for an ideal school that often is either not available or does not exist.²⁹ The authors emphasized the need for the training institution to prepare the student teacher in "what to expect."³⁰

²⁶ Forrest, loc. cit.

²⁷ Charters, op. cit., p. 298-299.

²⁸ Edwin Wandt and Louis P. Arkman, "Will They Get the Jobs They Want?" Journal of Teacher Education, 6:9-11, March, 1955.

²⁹ Ibid. ³⁰ Ibid.

Rogers and Saffr suggested that teacher turnover may be reduced by improving working conditions for teachers in those schools within a district where the teaching situation is difficult.³¹ In this Chicago, Illinois experiment in schools with a record of high personnel turnover, class size was reduced, increased supervisory help was given, 20 per cent additional budgetary allowances were made for supplies and materials, and additional equipment was provided. The result was not only greater teacher holding power, but a waiting list of teachers to work in those schools.³²

Summary. The studies reviewed are indicative that teacher turnover is widespread, and that it is closely allied to teacher supply and demand. Continued population growth, combined with such factors as competition with other occupations for college trained personnel, shortages of students preparing to teach, and marriage of women teachers, will create an undersupply of teachers for many years to come.

Although other factors in teacher turnover have been noted, those of marriage, maternity, salary, and the mobility of the teaching population have been universally common

³¹ Don C. Rogers and Milton A. Saffr, "High-Transiency Schools," National Education Association Journal, 45:580-82, December, 1956.

³² Ibid.

causes. Young, inexperienced teachers were the most turnover-prone group.

Limitations of previous studies. Although the literature reviewed is of value to this thesis in providing a general frame of reference, it is limited in its applicability to the problem of the thesis in the following respects.

First, much of the literature reviewed is primarily concerned with the supply of teachers, whereas this study is concerned with the loss of teachers. Second, the studies reviewed are, for the most part, studies of the reasons why teachers leave teaching. This is a study of the teachers leaving a school district although most of them will remain in the teaching profession. A third limitation is that although the causes of teacher turnover, the characteristics of turnover-prone teachers, and the suggested methods of increasing teacher holding power may be applicable to the problem, this thesis is concerned with the analysis of a specific problem in a limited area in which the extent and causes of teacher turnover may be highly specific.

CHAPTER III

SOURCES OF DATA AND METHODS OF PROCEDURE

Data for this thesis were gathered from official records of the Stockton Unified School District, from the personnel offices of several other school districts, and from teachers who resigned from the Stockton Unified School District. The methods of procedure used in gathering the data were equally varied. The purpose of this chapter is to present the data, their sources, and the methods used to gather and arrange them.

I. SOURCES OF DATA

Data on the extent of teacher turnover. To show the amount of teacher turnover in Stockton as a percentage, it was necessary to know the number of full-time teachers employed by the school district for each of the three years studied and to know the number of teachers who left the employ of the school district for each of the years 1954-1956. The figures for the total number of teachers were taken from a personnel count prepared by the personnel department of the Stockton Unified School District. The total number of certificated personnel resigning was determined from a list prepared by the personnel department. The above list was then carefully checked against the minutes of the meetings of the board of education from September 1, 1953 to August 31, 1956.

Data on the extent of teacher turnover in other school districts were obtained by writing to the personnel director of each of the school districts to be included in the comparison. The districts to be compared were determined by selecting unified districts of similar size to Stockton. The selection was based on data from the California Teachers Association Research Bulletin Number 100.¹ Nine districts were sent questionnaires, and six returned them.

Data on the factors involved in teacher turnover.

Data on the factors involved in teacher turnover in Stockton, 1954-1956, were gathered from three sources. The minutes of the board of education were studied to determine the official reasons given by teachers for resigning. The personnel records of the school district were checked for further evidence of reasons for resignation and for data about the characteristics of the resigning teachers. Seventy-eight teachers, who resigned in 1955-56 to seek employment outside the Stockton Unified School District, were contacted for an interview concerning their reasons for leaving the district.

¹"California Teachers' Salaries, 1956-57," Research Bulletin, California Teachers Association, Number 100, March, 1957, 64 pp.

II. METHODS OF PROCEDURE

Preliminary to the gathering of any data for the thesis, a memorandum, Figure 1, page 90, was sent to the superintendent of schools requesting permission to use the records of the Stockton Unified School District and to contact teachers of the school district for the purpose of gathering information. Permission was granted.

Three forms were used in gathering the data for the thesis. The Basic Personnel Information Form, Figure 2, page 91, was used when gathering information about resigning personnel from the board of education minutes and from personnel records. The form titled Personnel Voluntarily Resigning 1956, Supplementary Interview, Figure 3, pages 92, was used as the guide for a structured interview with teachers who resigned in 1955-56 to seek employment elsewhere and as a questionnaire for that same group of teachers when they could not be contacted for an interview. The form for surveying other school districts, Figure 5, page 100, was used to determine the amount of teacher turnover experienced by other California school districts of similar size and plan of organization.

Basic personnel information form. As previously indicated, the Basic Personnel Information Form, Figure 2, page 91, was used to record information about a resignation

or about the resigning teacher which was already a matter of record in some form. No attempt was made to contact the teacher to acquire information necessary to complete this form.

To assure that the information would remain confidential, each teacher about whom information was to be gathered was assigned a code number. Only the code number appeared on the Basic Personnel Information Form or on the Supplementary Interview Form.

In preparing the Basic Personnel Information Form all of the information that was considered to have had some bearing on the problem of teacher turnover was listed. Since it was difficult to determine prior to making the study which items were of significance, the items were selected to be inclusive rather than selective. An analysis of the information gathered by this method will be reported in Chapter V.

The information recorded in items 14--Type of Separation--and 16--Reasons Given for Voluntary Resignation--of the form is analyzed in Chapter V. The significant information recorded through the use of the other items contained in the Basic Personnel Information Form is described in Section II of Chapter V.

The supplementary interview. The Supplementary Interview Form was prepared to determine the teachers' reasons for resigning, other than those stated in their resignations, and

to discover any other factors which seemed to have been significant in the teachers' decisions to leave the Stockton Unified School District to seek employment elsewhere.

The Supplementary Interview Form was designed to be used primarily as the structure for an interview with the resigning teachers. The interview method was used as it was believed that the desired information could be more freely and completely acquired through the employment of this method. However, since it was realized that it would not be possible to contact all resigning teachers for an interview, the form was prepared so that it might be used as a questionnaire as well.

Seventy-eight teachers were contacted for the purpose of questioning with use of the Supplementary Interview Form. Thirty-nine were contacted for an interview with four refusing. The form was mailed to the thirty-nine others. Eleven made returns. In all cases the teachers were assured that the information gathered would be treated confidentially and that they would remain anonymous. A covering letter, Figure 4, page 99, was mailed with each questionnaire.

When the data had been collected, they were tabulated and arranged into two tables. Table XVIII, pages 83-89, contained all the data gathered from the interview except those for questions 5, 24, and 25. Data on the number of visitations of supervisory personnel, gathered from question number

5 of the supplementary interview, were not tabulated. They did not appear to be valid.

The reasons for resignation other than those stated, which were gathered as answers to question 24 of the supplementary interview, are shown in Table XVII, pages 64-65. All of the reasons given by the teachers were included in the table. Some of the resigning teachers gave several reasons in answering the question.

The results of question 25--Impressions of the interviewer--of the supplementary interview were not included in the thesis as too few entries were made. An analysis of the findings of the supplementary interview will be presented in Section III of Chapter V.

Survey of other school districts. Although teacher turnover in other California unified school districts of similar size has no direct bearing on the extent of the problem in Stockton, it was decided that some data to which the extent of Stockton's turnover could be compared should be gathered. The only criteria used in the selection of the districts used in the comparison was that they be somewhat similar in size and that they be unified school districts.

A questionnaire, Figure 5, page 100, was prepared to determine the number of full-time teachers employed by each of the districts for each of the three years 1953-54, 1954-55,

and 1955-56 and to determine the number of teachers leaving the districts for each of those years.

A copy of the questionnaire and a covering letter explaining the reasons for gathering the data, Figure 6, page 101, were sent to the personnel directors of nine California unified school districts. Returns were received from the six districts included in Tables II, III, and IV, pages 29, 30, and 31, which show the number and percentage of certificated personnel leaving the various districts in the school years closing in the months of June 1954, 1955, and 1956. The information was then arranged in the above mentioned tables.

CHAPTER IV

THE EXTENT OF TEACHER TURNOVER IN STOCKTON

Some amount of teacher turnover has and always will exist. That the extent of teacher turnover is of considerable significance has already been established in the review of the literature. It is the purpose of this chapter to show the extent of the problem of teacher turnover in Stockton.

The term extent, as previously mentioned, is used to indicate the amount or proportion of teacher turnover. Therefore, in Chapter IV data relative to the number of teachers leaving the Stockton Unified School District from September 1, 1953 to August 31, 1956 and the proportion of those teachers leaving of the total number of certificated employees for each of the three years will be presented and analyzed.

I. THE EXTENT OF TEACHER TURNOVER IN STOCKTON

As pointed out in Chapter III, the sources of data on the extent of teacher turnover in Stockton were lists prepared by the personnel department and the minutes of the Board of Education of the Stockton Unified School District for the three years, 1954-1956. Data showing the total number of certificated employees for each of the three years

were taken from a personnel count prepared by the personnel department.

When gathered, the data were arranged as Table I. The table shows the total number of teachers employed each year, the number of teachers leaving each year, and the proportion of the total represented by the number of teachers leaving stated as a percentage of the total.

TABLE I
TEACHERS LEAVING THE STOCKTON UNIFIED
SCHOOL DISTRICT, 1954-1956

School year	Number of teachers employed	Number of teachers leaving	Percentage of teachers leaving
1953-54	965	106	11.0
1954-55	1044	123	11.8
1955-56	1015	169	16.7
Mean	1008	133	13.2

Three hundred and ninety-eight teachers left their teaching positions in Stockton during the three-year period. Table I shows that the number leaving annually ranged from 106 in 1954 to 169 in 1956. The average number leaving annually during the three-year period was 133.

The total number of full-time certificated employees ranged from 965 employed in the year 1953-54 to 1,044 in

1954-55. The average number of certificated personnel employed annually during the three years was 1,008.

The percentage of teachers leaving ranged from 11.0 per cent in 1953-54 to 16.7 per cent in the school year 1955-56. The average percentage of teachers leaving Stockton was 13.2 per cent for the three-year period.

With reference to Table I, page 26, the drop in the total number of certificated employees from 1044 in 1954-55 to 1015 in 1955-56 should be noted as should the sharp rise from 123 to 169 employees leaving during the two years. The decrease in the total number of certificated employees can probably be attributed to the increase in class size and the reduction in the amount of funds per pupil available for operation of the school district at this time.

It is probable that the increase in the number of teachers leaving from 123 to 169 or from 11.8 per cent to 16.7 per cent was at least partly due to the increasing financial pressures on the district. Also, it must be noted that in 1956 teacher security was probably affected by the transition from the K6-4-4 plan of school district organization to the K6-3-3-2 plan of organization. However, the probable causes of Stockton's teacher turnover will be treated in a subsequent chapter.

II. COMPARISON WITH OTHER CALIFORNIA SCHOOL DISTRICTS

The question arises as to whether a proportion of teacher turnover of 16.7 per cent or even of 11.0 per cent was excessive or simply to be expected during the present teacher shortage. The only true measure of this would have been to determine the effect that the teacher turnover had on the school district. Another method of bringing the local problem into focus was to compare Stockton's teacher turnover with that of other school districts. An attempt was made to apply the latter method to the problem of the extent of teacher turnover in Stockton.

To gather the data for comparison a questionnaire, Figure 5, page 100, was sent to nine other school districts throughout California. The districts were carefully selected on the basis of similar size to the Stockton Unified School District, and of being unified school districts. A covering letter, Figure 6, page 101, was sent with each questionnaire. Six of the nine districts responded.

Tables II-IV, pages 29-31, show that of the seven districts included in the comparison, Stockton ranked second in the number of teachers leaving in 1953-54 and 1954-55 and first in 1955-56. In percentage of teachers leaving Stockton was third in 1953-54 with 11.4 per cent and second in 1954-55 and in 1955-56 with percentages of teacher turnover of 11.8 per cent and 16.7 per cent respectively for the two years.

TABLE II

NUMBER AND PERCENTAGE OF CERTIFICATED PERSONNEL*
LEAVING VARIOUS CALIFORNIA UNIFIED
SCHOOL DISTRICTS, 1953-1954

School District	Number of teachers employed	Number of teachers* leaving	Percentage of teachers leaving
Fresno	946	118	11.4
Montebello	675	45	6.7
Mount Diablo	611	48	7.9
Sacramento	1006	75	7.4
San Jose	736	63	8.6
Stockton	965	106	11.0
Torrance	360	57	13.1
Mean	757	73.1	9.4

*In this table and in the tables which follow the terms certificated personnel and teachers are used synonymously. The terms are used to mean all certificated personnel.

TABLE III

NUMBER AND PERCENTAGE OF CERTIFICATED PERSONNEL
LEAVING VARIOUS CALIFORNIA UNIFIED
SCHOOL DISTRICTS, 1954-1955

School District	Number of teachers employed	Number of teachers leaving	Percentage of teachers leaving
Fresno	1068	121	11.3
Montebello	695	49	7.1
Mount Diablo	699	82	11.7
Sacramento	1141	80	7.0
San Jose	821	60	7.3
Stockton	1044	123	11.8
Terrance	430	101	23.5
Mean	842.6	88	11.4

TABLE IV

NUMBER AND PERCENTAGE OF CERTIFICATED PERSONNEL
LEAVING VARIOUS CALIFORNIA UNIFIED
SCHOOL DISTRICTS, 1955-1956

School District	Number of teachers employed	Number of teachers leaving	Percentage of teachers leaving
Fresno	1156	136	11.8
Montebello	715	51	7.1
Mount Diablo	808	117	13.2
Sacramento	1211	80	7.0
San Jose	892	76	8.5
Stockton	1015	169	16.7
Torrance	610	129	21.1
Mean	915.3	108.3	12.2

For the three-year period Stockton was second in proportion of teacher turnover with 13.2 per cent of the certificated personnel leaving the district. The range of turnover experienced by the seven districts for the three-year period was from 7.0 per cent to 21.1 per cent. The mean percentage of turnover for the seven districts for the three-year period was 11.0 per cent; the median percentage was 10.9 per cent.

Summary. During the three school years 1954-1956 the Stockton Unified School District experienced an average annual teacher turnover of approximately one and one-third teachers resigning for each ten teachers employed by the district. Both the number and the percentage of teachers leaving increased annually during the three years included in the study.

When compared with six other California unified school districts of similar size, Stockton had the second highest percentage of teacher turnover during the three years studied. Stockton's average teacher turnover for the three years was 13.2 per cent, 2.2 per cent greater than the average turnover of 11.0 per cent experienced by the seven districts.

CHAPTER V

AN ANALYSIS OF THE FACTORS INVOLVED IN TEACHER TURNOVER IN STOCKTON

The factors involved in teacher turnover have already been defined as elements, circumstances, or influences that contributed to teachers' leaving the employ of the Stockton Unified School District. The purpose of the analysis of the factors presented in this chapter was to examine any elements that seemed to contribute to teachers' leaving Stockton and, in so far as is possible, to determine why they did leave.

The factors involved in teacher turnover have been divided into three classifications for the presentation and analysis of the data. The classifications were as follows: stated reasons for resignation 1954-1956, significant characteristics of resigning teachers 1955-56, and underlying factors which seem to have contributed to certain teachers resigning 1955-56.

Not all teachers resigning during the three years left the district voluntarily. Table V shows that four teachers left the Stockton schools during the three-year period because of dismissal. Twenty-one other teachers resigned when faced with the possibility of dismissal or non-renewal of their contracts. Reasons which may have been given by the above teachers for leaving were not included in

the analysis of the stated reasons for resignation, and this group of teachers was not questioned about reasons underlying their resignations.

TABLE V

NUMBER OF TEACHERS LEAVING THE STOCKTON UNIFIED
SCHOOL DISTRICT, 1954-1956, BECAUSE OF
DISMISSAL, DISTRICT REQUESTED RESIGNATION,
AND TEACHER REQUESTED RESIGNATION

School year	Number of teachers leaving	Number of teachers dismissed	Number of district- requested resignations	Number of teacher- requested resignations
1953-54	106	0	2	104
1954-55	123	2	7	114
1955-56	169	2	12	155
Total	398	4	21	373

I. STATED REASONS FOR RESIGNATION

1954-1956

The stated reasons for resignation were the reasons given by the teachers in their letters of resignation. As already indicated in Chapter III, the sources of data for teachers' stated reasons for resigning were the minutes of the board of education and the personnel folders of the resigning teachers. The information gathered from these sources was entered as item 16 on the Basic Personnel

Information Form, Figure 2, page 91, and was later arranged as Table VI.

Table VI shows that the most frequent reason given for voluntary resignation from the Stockton schools during the three years studied was family responsibilities. Included under this heading were resignations for marriage, pregnancy, and miscellaneous other family obligations. Ninety-three or 25.6 per cent of the teachers resigning from September 1, 1953 until August 31, 1956 resigned for this reason. It should be noted that the number of teachers in this group remained consistently high during the three years studied and did not appreciably increase or decline. Percentage-wise the number of teachers resigning for family reasons was smallest in 1956.

During the three-year period eighty-two teachers stated that they had accepted another teaching position as their reason for resignation. This number represented 20.8 per cent of the resigning teachers. The number of teachers giving acceptance of another teaching position as their reason for resignation increased from twelve, 11.5 per cent, in 1953-54 to forty-five, 29 per cent, of the resigning teachers in 1955-56. This reason for resigning ranked second in frequency for the three-year period.

Change of residence was the third most frequent reason given for resignation during the three years included

TABLE VI

REASONS GIVEN FOR VOLUNTARY RESIGNATIONS OF
TEACHERS FROM THE STOCKTON UNIFIED
SCHOOL DISTRICT, 1954-1956

Reasons given for resignations	1953-54		1954-55		1955-56		3-year total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Family obligations	27	26.0	35	30.7	31	20.0	93	25.6
Another teaching position	12	11.5	25	21.9	45	29.0	82	20.8
Change of residence	26	25.0	21	18.4	14	9.0	61	17.5
Retirement	15	14.4	5	4.4	27	17.4	47	12.1
Change occupations	3	2.9	9	7.9	9	5.8	21	5.5
Health	10	9.6	6	5.3	2	1.3	18	5.4
Transfer of spouse	3	2.9	5	4.4	12	7.7	20	5.0
Continue education	5	4.8	4	3.5	3	1.9	12	3.4
No position available					7	4.5	7	1.5
No reason given			4	3.5	1	.6	5	1.4
Personal reasons	1	1.0			3	1.9	4	1.0
Misc. reasons	2	1.9			1	.6	3	.8
Total	104	100.0	114	100.0	155	99.7	373	100.0

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in the study. Sixty-one or 17.5 per cent of the teachers listed it. It was also the most ambiguous of the significant reasons stated, for it was, no doubt, frequently used when the resigning teacher preferred not to give his exact reason for resigning. One should note that while the percentage of teachers resigning to accept another teaching position was more than two and one-half times greater in 1955-56 than in 1953-54, the percentage of teachers giving change of residence as their reason for resigning was only about one-third as great. This would seem to indicate that many of the teachers giving change of residence as their reason for resigning were resigning to accept another teaching position. It should also be recognized that the 1956 data were probably more accurate in that they were not so far removed in time from the dates when the resignations were recorded. If the above speculation is probable, then it is possible that the amount of increase in teachers resigning to accept another teaching position during the period 1954-1956 was not as great as was previously suggested and that the total number of resignations for this reason during the three years would have been greater.

Retirement claimed the fourth largest group of teachers resigning during the three-year period. Forty-seven or 12.1 per cent of the resigning teachers left the Stockton Unified School District to retire. Table VI, page

36, shows that the number of teachers retiring at the end of the 1954-55 school year was sharply reduced, while the number who retired greatly increased following the 1955-56 school year. This was probably due in part to changes in the retirement benefits for teachers which were effected at that time. Some teachers, who might have retired in 1955, probably anticipated the increase in benefits and waited another year. Others, several of whom may have contemplated retirement at a later date, may have decided that the increased benefits, available in 1956, made it possible for them to retire at that time.

Despite all that has been said about "our best" teachers being drawn into other occupations, only twenty-one, 5.5 per cent, of Stockton's teachers left teaching during the years 1953-56 to work at another occupation. Most of these teachers went into occupations (e.g., missionary work, Red Cross) in which at least part of their time would be spent in teaching. Two entered business occupations related to their major teaching field.

Another reason for resignation that should be noted was that no position was available as a result of the transition from the K6-4-4 plan of organization to the K6-3-3-2 plan that took place at the end of the 1956 school year. While the group indicating this as a reason for leaving was relatively small, 4.5 per cent of the teachers resigning that year, the

instability resulting from this and other changes may have had a more widespread effect on teacher turnover in the Stockton Unified School District.

Other reasons for resignation given by the resigning teachers, September 1, 1953-August 31, 1956, and the percentages of the resigning group giving them were as follows: health, 5.4 per cent; transfer of spouse, 5 per cent; continue education, 3.4 per cent; personal reasons, 1 per cent; miscellaneous reasons, .8 per cent; and no reason given, 1.4 per cent. None of the above reasons seemed to have significance either because of its size, trend indicated, or implications for teacher turnover in Stockton.

II. CHARACTERISTICS OF THE RESIGNING TEACHERS

1955-1956

Characteristics of teachers resigning from September 1, 1955 to August 31, 1956 were gathered from the personnel records of the Stockton Unified School District. The data were recorded on the Basic Personnel Information Form.

Data were gathered concerning the age, sex, level taught, teaching assignment, credential held, degree held, marital status, length of service in Stockton, and previous teaching experience of the resigning teachers.

Age. As had been the case in the other localities indicated in the review of the literature, younger teachers

constituted by far the greater part of the group resigning in Stockton in 1955-56. Table VII shows that 37.8 per cent of the resigning teachers were twenty-nine years of age or younger; another 32.5 per cent were from thirty to thirty-nine years of age. Those teachers in their second twenty years of service, ages forty to fifty-nine, constituted only 8.3 per cent of the resigning group, while 10.7 per cent of those leaving were more than sixty years old.

Sex. Although the men showed a very slight tendency to be less turnover-prone, teachers resigned from their positions in Stockton in 1955-56 almost in proportion to the number of each sex employed that year by the school district. Table VIII, page 42, shows that 34.9 per cent of the resigning teachers were men; 65.1 per cent were women. In 1955-56, 37.8 per cent of Stockton's teachers were male while 62.2 per cent were female.

Assignment. The number of teachers, who resigned during the school year 1955-56, was greater in the lower grades and decreased from the primary grades, to intermediate grades, to junior high school, to senior high school, and to junior college. Table IX shows that more than two times as many teachers of primary grades resigned as did high school teachers, and the number of high school teachers who resigned was three times as great as the number for the junior college.

TABLE VII

NUMBER AND PERCENTAGE OF TEACHERS RESIGNING
BY VARIOUS AGE GROUPS, STOCKTON UNIFIED
SCHOOL DISTRICT, 1955-56

Ages	Number of teachers	Percentage of resigning teachers
20-24	31	18.3
25-29	33	19.5
30-34	30	17.7
35-39	25	14.8
40-44	7	4.1
45-49	1	.6
50-54	2	1.2
55-59	4	2.4
60-64	13	7.7
65 and over	5	3.0
Not shown	18	10.7
Total	169	100.0

Actually there is little significance in the numbers. They are nearly proportionate to the number of teachers employed at each level. One should also consider that the number of women teachers was proportionately greater in the lower grades and that the shortage of trained teachers was greater in the primary and elementary grades.

TABLE VIII

A COMPARISON OF THE NUMBER AND PERCENTAGE
OF TEACHERS OF EACH SEX EMPLOYED BY AND
RESIGNING FROM THE STOCKTON UNIFIED
SCHOOL DISTRICT, 1955-56

Sex	Number of resigning teachers	Percent of resigning teachers	Number of teachers employed	Percent of teachers employed
Male	59	34.9	382	37.8
Female	110	65.1	633	62.2
Total	169	100.0	1015	100.0

Assignment of resigning teachers to the various elementary schools was, for the most part, evenly distributed throughout the school district. Table X shows that although some tendency toward a greater number of resignations may be noted in schools located in more transient areas of the community, this is not true for all such schools. Any assumptions concerning the relationship between a number of resignations and the assignment of the teachers to certain schools

TABLE IX

NUMBER AND PERCENTAGE OF TEACHERS RESIGNING
BY GRADE LEVEL, STOCKTON UNIFIED
SCHOOL DISTRICT, 1955-56

Grades	Number of resigning teachers	Per cent of resigning teachers
K-3	51	30.2
4-6	46	27.2
7-9	39	23.1
10-12	22	13.0
13-14	7	4.1
Other	4	2.4
Total	169	100.0

would be relatively invalid without referring to the data pertaining to the reasons for resignations.

In the secondary schools resignations were in most cases proportionate to the size of the schools. Table XI, page 46, shows, on the other hand, that Daniel Webster Junior High School and Schneider Vocational School, schools which were least likely to experience changes in personnel during the transition to the K6-3-3-2 plan of organization, had the least amount of teacher turnover.

Preparation for teaching. Only 19 per cent of the resigning group of teachers held less than a bachelor's degree when employed. Of this 19 per cent, 10.7 per cent were retiring teachers with a considerable number of years of service and who had held a normal school certificate. This was the acceptable training for elementary school teachers at the time of their employment. Table XII, page 48, also shows that 62.7 per cent of the resigning teachers had received bachelor's degrees, and 18.3 per cent of them held higher degrees.

Table XIII, page 49, indicates that the 169 teachers had been issued 198 credentials. Only twenty-five of the teachers were teaching on a provisional credential at the time of their employment.

TABLE X

NUMBER AND PERCENTAGE OF TEACHERS RESIGNING FROM
THE VARIOUS ELEMENTARY SCHOOLS, STOCKTON
UNIFIED SCHOOL DISTRICT, 1955-56

School	Number of teachers resigning	Per cent of all teachers resigning*
Adams	2	1.2
August	4	2.4
Burbank--Mumford	0	0.0
Cleveland	1	.6
El Dorado	2	1.2
Elmwood	2	1.2
Fair Oaks	3	1.8
Garfield	4	2.4
Grant	0	0.0
Lettie Grunsky	1	.6
Harrison	2	1.2
Hazelton	4	2.4
Hoover	4	2.4
Jackson	4	2.4
Jefferson	1	.6
Lafayette	4	2.4
Lincoln	2	1.2
Madison	4	2.4
McKinley	6	3.6
Monroe	2	1.2
Roosevelt	11	6.5
Taft	3	1.8
Tyler	2	1.2
Van Buren	5	3.0
Victory	4	2.4
Washington	5	3.0
Weber	2	1.2
Wilson	4	2.4
Elementary total	88	52.1

*Per cent of all teachers who resigned from the
Stockton Unified School District, 1955-56.

TABLE XI

NUMBER AND PERCENTAGE OF TEACHERS RESIGNING FROM
THE VARIOUS SECONDARY SCHOOLS, ADMINISTRATION,
AND SPECIAL SERVICES, STOCKTON UNIFIED
SCHOOL DISTRICT, 1955-56

School	Number of teachers resigning	Per cent of all teachers resigning*
Edison High	18	10.7
Franklin High	8	4.7
Schneider Vocational	1	.6
Stockton High	10	5.8
Webster Junior High	4	2.4
Stockton College	24	14.0
Administration	6	3.6
Child Care	1	.6
Jack and Jill	1	.6
Unknown	8	4.5
Total secondary schools, administration, and special services.	81	47.9

*Per cent of all teachers who resigned from the
Stockton Unified School District, 1955-56.

Marital status. As shown in Table XIV, page 50, 62.1 per cent of the teachers who resigned in 1955-56 were married; 29.6 per cent were single.

Length of service. The significance of length of service to teacher turnover has already been noted in the review of the literature.¹ Table XV, page 51, shows that 65.1 per cent of the resigning group of teachers left the district before completing the three years of service required to qualify for tenure. An additional 9.4 per cent resigned after completing four to five years with the district.

Previous experience. As shown in Table XVI, page 52, 29.6 per cent of the 169 resigning teachers had previous California experience when they were hired, 18.9 per cent had out-of-state experience, while 48.5 per cent had no prior experience in teaching.

¹Supra, pp. 10 f.

TABLE XII

NUMBER AND PERCENTAGE OF RESIGNING TEACHERS HOLDING
VARIOUS ACADEMIC DEGREES, STOCKTON UNIFIED
SCHOOL DISTRICT, 1955-56

Degree	Number of resigning teachers	Per cent of group
Bachelor's	106	62.7
Master's	28	16.6
Doctorate	3	1.7
Normal school certificate	18	10.7
None	14	8.3
Total	169	100.0

TABLE XIII

NUMBER AND PERCENTAGE OF RESIGNING TEACHERS HAVING
VARIOUS TEACHING CREDENTIALS, STOCKTON
UNIFIED SCHOOL DISTRICT, 1955-56

Credential	Number of resigning teachers holding	Per cent of resigning teachers holding*
General elementary	78	46.2
General secondary	39	23.1
Special secondary	33	19.5
Provisional elementary	25	14.8
Administrative	9	5.3
Junior high school	8	4.7
Junior college	1	.6
Other	3	1.8
Unknown	2	1.2
Total credentials	198	117.2

*Several of the resigning teachers held more than one California teaching credential.

TABLE XIV
MARITAL STATUS OF THE RESIGNING TEACHERS,
STOCKTON UNIFIED SCHOOL DISTRICT, 1955-56

Marital status	Number of resigning teachers	Per cent of resigning group
Married	105	62.1
Single	50	29.6
Widowed	3	1.7
Divorced	5	3.0
Unknown	6	3.6
Total	169	100.0

TABLE XV

LENGTH OF SERVICE OF THE RESIGNING TEACHERS WITH
THE STOCKTON UNIFIED SCHOOL DISTRICT, 1955-56

Number of years	Number of resigning teachers	Per cent of resigning group
1	28	16.6
2	56	33.1
3	26	15.4
4	8	4.7
5	8	4.7
6-10	12	7.1
11-15	7	4.1
16-20	6	3.6
21-25	2	1.2
26-30	6	3.6
31-35	6	3.6
36+	4	2.3
Total	169	100.0

TABLE XVI

PREVIOUS TEACHING EXPERIENCE OF RESIGNING
TEACHERS AT THE DATE OF HIRING BY THE
STOCKTON UNIFIED SCHOOL DISTRICT, 1955-56

Previous experience	Number of resigning teachers	Per cent of resigning group
California	50	29.6
Out-of-state	32	18.9
None	82	48.5
Unknown	5	3.0
Total	169	100.0

III. UNDERLYING FACTORS WHICH SEEM TO HAVE CONTRIBUTED TO TEACHERS' RESIGNING, 1955-56

Sources of data. In addition to the data collected for all resigning teachers, seventy-eight teachers who resigned in 1955-56 to seek other employment were contacted for questioning about their reasons for leaving the Stockton Unified School District.

Methods of collection. The method of collecting those data were through a structured supplementary interview. The reasons for using a carefully planned interview, rather than a questionnaire, have already been stated in Chapter III.² The interview form was planned so that it could be sent as a questionnaire to those teachers who could not be reached for questioning. Half of the contacts were made by each of the above mentioned methods. Seventy-eight teachers were contacted, and forty-six replies were received. The results of the Supplementary Interview are tabulated in Table XVIII, pp. 83-89.

The questions asked in the interview did not necessarily determine the true reasons for each teacher's resignation; The questions were planned to determine what were the teachers' attitudes toward their jobs, the school district,

²Supra, p. 21.

and the community and what the teachers sincerely thought were their reasons for resignation.

Factors underlying teacher turnover. Question 1, Table XVIII, page 83, shows that of the forty-six teachers who were questioned or who returned the questionnaire, forty-one or approximately 89 per cent were teaching subject matter which they had been trained to teach. However, the responses to question 2 indicate that only thirty or 65 per cent of the teachers were satisfied with their grade level assignments.

Although 1955-56 was a financially austere year in Stockton, thirty-four, 73.6 per cent, of the teachers believed that the supplies and equipment with which they had worked were adequate.

Questions 4-7, Table XVIII, pages 83-84, concerned with teacher-supervisor relationships, proved to be only partially satisfactory. The questions were too general to take into account the varied supervisory situations at the various levels of organization. Only three of the teachers believed that they had had too much supervision either by a principal or by a special subject supervisor. Supervision was found to be inadequate on the part of the principal by 28.2 per cent of the teachers, on the part of general supervisors by 19.5 per cent, and on the part of special subject supervisors by 43.3 per cent of the resigning teachers. Most of the teachers indicated that the cause for the inadequacy

of the supervision was a too heavy work load for the person responsible for supervision. Data as to the exact number of annual visits by supervisory personnel proved to be too inaccurate to warrant consideration.

Thirty-two, 69.4 per cent, of the teachers questioned had sought help from supervisory personnel. Twenty-five of the thirty-two teachers were satisfied with the results of their counsel. Only two, 4.3 per cent, of the forty-six teachers felt that they had received inconsiderate treatment from supervisory personnel, while seventeen teachers rated their treatment as very considerate.

The physical surroundings for work were rated adequate or better by thirty-eight of the teachers in their responses to question 8, Table XVIII, page 84. Eight teachers, 17.3 per cent, rated their physical surroundings as inadequate.

In response to question 9, Table XVIII, page 84, thirty-five, 75.8 per cent, of the group indicated that they felt secure in their jobs in Stockton. Nine teachers had feelings of insecurity, and two were undecided.

Questions 10-12, Table XVIII, pages 84-85, were concerned with personal relationships of the teachers. All but one teacher felt that his association with other teachers had been friendly and sincere. Thirty-five of the forty-six teachers indicated that they enjoyed social activities with other teachers not related to their jobs. Thirty-four

teachers indicated an adequate number of friends in the community not connected with public education. Only three of the eleven resigning teachers, who stated that they had not enjoyed social relationships with other teachers, responded that they had desired them. Ten of the resigning teachers showed that they had not joined any religious, service, or social organizations through which their range of acquaintance could have been broadened.

Of the eight items covered by question 15, Table XVIII, pages 85-86, relative to the attitudes of the resigning teachers toward the school district, four seem to have considerable significance. Twenty-three, 50 per cent, of the replying teachers felt that the salary in Stockton was below average. Only 6.6 per cent considered Stockton salaries to be above average.

Opportunity for advancement to more responsible positions was thought to be below average by 47.7 per cent of the forty-six teachers. Only four of the teachers interviewed believed Stockton to be above average in this respect. A greater need in Stockton for consideration of teacher needs was indicated by 45.5 per cent of the teachers questioned, and the same number felt a need for improvement in the teaching load. Five of the forty-six teachers believed that Stockton was better than average in consideration for teacher

needs. None of the teachers interviewed rated Stockton's teaching load as better than average.

Fourteen, 30.3 per cent, of the responding teachers felt that the district rated below average in recognition for teachers' merit; 62.8 per cent believed Stockton to be average or better in this respect. More than 80 per cent of the teachers contacted believed that demands upon the teacher's time for extracurricular activities was reasonable. About the same number rated Stockton as being average or above in opportunities for professional growth and in progress as an educational organization.

When questioned concerning the employment practices of the school district, question 21, Table XVIII, page 89, fourteen, 30.3 per cent, of the teachers stated that they felt that they had been misled when they were interviewed and hired for their positions in Stockton. Placement in a teaching position at a grade level other than that for which they believed they were being hired was the most frequent complaint. Because of the location of the College of the Pacific in Stockton, five teachers, who had never been in Stockton before they were hired, held the concept that Stockton was a typical college town. They were disappointed that the community did not fulfill this vision.

Question 22, Table XVIII, page 89, shows that eleven, 23.9 per cent, of the teachers replied that they believed

that their job security depended upon their remaining silent, although they may have at times disagreed with the administration on an important issue regarding the schools. Less than half of that number believed this to be a local problem.

While a few of the teachers interviewed were very disgruntled regarding district policy and administration, most of the teachers indicated in their comments that the professional educational leaders in Stockton were doing as much as could be expected within the limits set by the community at that time. Many of these teachers stated that they lacked faith in the community to have a sustained interest in educational growth, and they believed that the community, either through lack of interest or ability, would not provide the financial backing to meet teacher needs on a long term basis in a highly competitive teacher market.

Questions 14, 16, and 17, Table XVIII, pages 85-87, were indicative of the resigning teachers' feelings about the community.

Twenty-one, 45.5 per cent, of the teachers replied that the social and cultural opportunities afforded by Stockton were adequate to meet their needs. The same number responded that their needs were not adequately fulfilled. Three teachers were undecided on the above point, and one teacher did not reside in the community.

Twenty-three, 50 per cent, of the forty-six teachers rated Stockton as average or better in community growth. Nineteen, 41.1 per cent, of the group felt this city was below average in this respect. The negative responses either compared this area with rapidly growing Southern California or the San Francisco-bay areas, or they tended to emphasize community attitudes and atmosphere rather than physical growth. Four teachers were undecided.

Stockton was rated average or better in acceptance of and friendliness toward newcomers by thirty-six, 78 per cent, of the replying teachers. Only seven of the teachers found Stockton less than friendly. Three teachers were undecided.

The climate in Stockton was rated as average or better by thirty-three, 71.6 per cent, of the responding teachers. Thirteen teachers rated the climate as below average. Many of the teachers with negative feelings about Stockton's climate considered peat dust as a climatic condition and generally based their feelings about the weather on the peat dust problem and summer heat.

The responses to the general living conditions in Stockton reflected the teacher's attitudes about his experiences with housing, shopping facilities, etc. Thirty-five, 75.7 per cent of the teachers included in the questioning, found general living conditions in Stockton to be average or better. Ten teachers felt that the community was below

average in this respect. One teacher was undecided on this question.

Question 17, Table XVIII, page 87, covering the length of residence of the teachers in the Stockton area, generally reflected the length of the term of employment with the Stockton Unified School District. The median number of years of residence in Stockton was three; the modal number was two. The mean number of years of residence in the area was six. The range was from one to thirty-seven years. Question 23, Table XVIII, page 89, shows that twelve of the forty-six teachers were returning to an area where either the teacher or his spouse resided at some time prior to coming to Stockton.

The responses to question 18, Table XVIII, pages 87-88, reflected the opinions of the teachers surveyed about their students. The teachers were asked to rate the attitudes of the pupils whom they had taught toward school work, conduct, ability, and respect for the teacher. Twenty-four, 52.2 per cent, of the teachers found their pupils to be average or better in their attitudes toward school work; twenty, 43.3 per cent, of the teachers rated their students below average in this respect. The conduct of Stockton students was considered to be average or better by 60.6 per cent of the teachers and below average by 34.7 per cent.

The teachers responding opined that their pupils were lowest in ability. Only 43.3 per cent of the forty-six

teachers believed their pupils to be average or better in ability; 52.2 per cent of the replies indicated a feeling that the pupils were below average in their ability to learn. Relative to these opinions is the fact, which has been previously noted, that the number of resignations from schools in areas of the community serving families of less favored socio-economic backgrounds tended to be higher than was the average for the total school district.

Thirty of the forty-six teachers believed their pupils to have an average or above average respect for the teacher. Fourteen teachers found their pupils lacking in respect. Two of the persons interviewed were administrators who had few pupil contacts.

Question 19, Table XVIII, page 88, shows that the forty-six resigning teachers generally liked teaching and planned to continue working in education. Only two teachers replied that they intended to leave teaching. Two were undecided.

Thirty-seven of the teachers stated that they would encourage interested young people to enter the teaching profession. Only three of the forty-six teachers said that they would not lend such encouragement. These and the six undecided teachers either tended to emphasize income expectancies or to consider so many qualifying factors as to not be able to give a definite answer to the question.

On the other hand, twenty-seven, 58.7 per cent, of the replies from the teachers indicated a belief that the needs of children were not generally being met by public education. Comments by the group pointed to a tendency to shift the blame for this inadequacy from the professional group to public apathy toward education and to a lack of adequate public support.

The forty-six teachers had the following record of membership in professional organizations: National Education Association, 67.2 per cent; California Teachers Association, 91 per cent, Stockton Teachers Association, 86.6 per cent; some other professional organization, 45.5 per cent.

Other data were gathered relative to salary factors, but these data were not necessarily concerned with the teacher's attitude toward the salary paid to him by the school district. These data did, however, reflect the adequacy of the teacher's income.

Question 20, Table XVIII, page 89, shows that twenty-two of the resigning teachers were the main support of themselves and dependents. Eighteen supported themselves only, and six provided a second income for their families. Twenty-five of the responses indicated that the salaries received had been adequate to maintain the standard of living required. Twenty-one teachers stated that their salaries did not meet their needs. Nineteen--all male--of the forty-six resigning

teachers worked at another occupation to supplement their teaching incomes.

Factors underlying resignations. The final question of the Supplementary Interview was as follows: Did reasons other than those stated in your resignation have primary importance in your decision to leave Stockton? If so, what were those reasons?

All of the forty-six teachers replied to this question. They gave twenty-three different reasons for resigning. A few indicated that the same reasons had been stated in their letters of resignation. Some of the teachers gave several reasons for leaving. All of the reasons were tabulated and arranged as Table XVII.

By far the most frequent factor underlying the teachers' decision to resign was salary. Most of the teachers stated that they would receive appreciably higher salaries in their new positions. Eighteen of the forty-six teachers gave an increase in salary as the reason for their resignations.

Ten of the teachers indicated that they felt that opportunities for their professional growth or advancement were limited in Stockton. This group were divided in their reasons for this belief. Some felt that the growth of the community was slowing, and, therefore, the number of new leadership positions created by the expansion of school facilities would be limited. A lesser number stated that

TABLE XVII

REASONS UNDERLYING THE RESIGNATIONS OF FORTY-SIX
TEACHERS WHO RESIGNED FROM THE STOCKTON UNIFIED
SCHOOL DISTRICT FOR OTHER EMPLOYMENT, 1955-56

Reason	Number of teachers
Increase in salary	18
More opportunity for growth or advancement	10
Teach at preferred level	8
Dissatisfaction with the school district administration	7
Present discipline situation inadequate	5
Better cultural opportunities	5
Better choice of subject	4
Returning home	4
Smaller class load	4
Low ability of children in present classes	3
Lack of community interest in schools	3
Desire to travel	3
Climate unfavorable	3
More adequate supplies	2
Dislike core curriculum	2
Try a different occupation	2
Desired position elsewhere	2

TABLE XVII (continued)

Reason	Number of teachers
Lack of social opportunities	2
Continue education	2
To be with financee	1
Better school plant	1
Behind times in subject area	1
Lack of departmentalization	1

their resignations were based on the belief that they had been given no indication that they would be considered for more responsible positions.

Table XVII, page 64, shows that dissatisfaction with their teaching assignments was the third most frequently stated factor underlying the resignations of the forty-six teachers. Eight teachers asserted that the opportunity for a position where they would teach at the grade level which they preferred had influenced their decisions to resign. Four of the same teachers specified a better choice of subject as the reason underlying their resignations.

Dissatisfaction with the administration of Stockton's schools was voiced by seven of the resigning teachers. The teachers tended to be dissatisfied either with the reassignment of personnel relative to the change from the K6-4-4 to the K6-3-3-2 plan of organization taking place at that time or with what they believed to be a lack of leadership in pressing for greater community financial support for the city's schools. Complaints about administrators at the school level were negligible.

Five of the teachers felt that the discipline of pupils was inadequate in the schools where they had taught. Another four teachers said that they had resigned because they had been assured a smaller teaching load when they accepted their new positions. More adequate supplies and

dislike for the core curriculum was felt to be an influencing factor by two teachers. The opportunity to work in a better school plant and the belief that Stockton was behind the times in the teacher's subject area were listed by one teacher each.

Several of the reasons given by the teachers were not related to school district problems or policies. Five of the forty-six teachers who replied stated that they were seeking positions in communities where they felt that the cultural opportunities would be greater. Three of the teachers voiced the belief that Stockton did not show what they considered to be adequate interest in school problems. Lack of social opportunities was an important factor for two teachers. Both teachers were unmarried women.

Other considerations of a more personal nature that were listed by the teachers were as follows: returning home, four; desire to travel, three; try a different occupation, two; previous desire for a position elsewhere, two; continue education, two; to be with fiancée, one.

Summary. The summary of Chapter V must separately take into consideration the three kinds of data gathered. The three kinds were (1) the reasons given by teachers for resignations, 1954-1956, (2) the significant characteristics of the teachers resigning in 1955-56, and (3) the factors

which seemed to underly the resignations of those teachers who resigned in 1955-56 to accept positions elsewhere.

Eighty per cent of the resignations during the three year period may be attributed to five stated reasons. What one administrator has referred to as the "trousseau trade," young women teachers who leave the profession after a brief professional experience because of marriage or pregnancy, accounted for over 25.6 per cent of the resignations. Another 20.8 per cent left to seek another teaching position. Change of residence, a reason which often denoted a spouse moving because of a change in her husband's job but which was more often indicative of a reluctance on the part of the resigning teacher to give a reason for resignation, was listed by 17.5 per cent of the teachers. Retirement claimed another 12.1 per cent of the teachers; 5.5 per cent changed occupations.

Three characteristics of the teachers resigning in 1955-56 could be designated as significant. The resigning teachers were young--70.3 per cent under forty years of age; their period of employment by the school district had been brief--65.1 per cent employed three years or less, and they had limited experience--48.5 per cent had no previous teaching experience.

Six factors seemed to be significant for the teachers who resigned in 1955-56 to seek other positions. Most

important was the desire for a higher income. Second was a dissatisfaction with the community. This attitude toward Stockton was based either on the feeling that the community was not sophisticated enough to fulfill their cultural and social needs or on a lack of confidence in the community to give adequate support to the schools. A third factor was teaching assignment. The teachers were primarily dissatisfied with their grade level assignment rather than with the subjects they were teaching. An unsatisfactory teaching experience from working with classes that were transient, had low ability, or were not responsive to ordinary disciplinary measures seemed to be an important factor. A fifth factor was a desire for professional advancement and the feeling that opportunities for more responsible positions would be greater in other school districts. Finally, several teachers indicated that a feeling of job insecurity caused them to resign. This feeling they related to the changes in organizational plan taking place in the school district at that time and to the financially austere position of Stockton's schools.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY AND CONCLUSIONS

Stockton, and indeed most school districts, will have a continuing problem of teacher turnover as long as the demand for qualified teachers continues to greatly exceed the supply of trained personnel. Current school population growth, the mobility of population, the relatively small number of college graduates due to the low birthrates of the 1930's, and the great demand for trained personnel in all professions are some of the factors that contribute to this unbalanced ratio of teacher supply and demand.

During the three years, 1954-1956, the rate of teacher turnover in Stockton amounted to 13.2 per cent of the total number of certificated personnel employed. The percentage of teachers resigning was 11.0 per cent in 1953-54, 11.8 per cent in 1954-55, and 16.7 per cent in 1955-56.

One cannot compare the extent of teacher turnover in Stockton with the figures available from the studies reviewed in the literature, for the available data for the larger areas, as for example, the state, were based on the number of replacements needed for teachers leaving the profession. The Stockton data pertained to teachers leaving the school

district although at least one-third of them planned to continue teaching. However, when compared with six other California school districts of similar size and plan of organization, Stockton's teacher turnover was 2.2 per cent greater than the mean percentage of turnover experienced by the seven districts.

Significant characteristics of the teachers involved in teacher turnover in Stockton were much the same as those indicated in the literature. Turnover-prone teachers were generally inexperienced and young, and had been with the school district less than three years. Approximately one-half of the resigning teachers had no previous teaching experience when they were hired by the school district. Over 55 per cent of the teachers resigning during the three-year period were under thirty-five years of age, and 69.8 per cent of the resigning group had been with the school district less than five years.

The most significant reasons for teachers leaving teaching, as indicated in previous studies, were in order of frequency: (1) pregnancy, (2) salary, (3) marriage, and (4) moving out of state. Although the above reasons were those given for leaving the profession in California and New York states, the stated reasons for teachers' leaving Stockton were very similar.

The reasons that the teachers most frequently gave in their resignations from the school district were family obligations (marriage and pregnancy), position elsewhere, change of residence, retirement, and leaving teaching. More than 80 per cent of the teachers who resigned during the three years gave one of the above reasons in their letters of resignation. Single teachers who resigned ~~and be~~ married and married teachers who resigned because of pregnancy constituted 25.6 per cent of the resigning group. Another 20.8 per cent left to accept a teaching position in another school district. Change of residence was given by 17.5 per cent of the resigning teachers, 12.1 per cent of the teachers retired, and 5.5 per cent left teaching.

Other reasons stated by the teachers when resigning from the school district were health, transfer of spouse, continue education, no position available, and miscellaneous personal reasons.

Not all of the above reasons have implications for the teacher holding power of the school district. Therefore, the questioning of teachers who left Stockton to accept other teaching positions or to leave teaching was necessary to determine why teachers, who might have continued their employment with the district, chose to resign. All seventy-two teachers who resigned in 1955-56 for the above two reasons were contacted; forty-six replies were received.

Of the many factors that the above teachers believed had contributed to their decisions to resign, the most significant were salary, dissatisfaction with the community, dissatisfaction with assignment, and unsatisfactory teaching experience, lack of opportunity for professional advancement, and insecurity due to the instability of the school district.

Since twenty-three of the forty-two teachers who replied indicated that they believed Stockton's salaries to be below average, it is evident that to hold teachers salaries paid by the Stockton Unified School District must be competitive with those paid by other school districts. Eighteen of the teachers stated that they had resigned because they had found or were seeking positions offering greater financial returns.

The second factor indicated above was the negative feelings about the community that had developed in many of the resigning teachers. Nineteen of the forty-two teachers stated that they felt Stockton to be below average in growth. The comments of the teachers pointed to a frequent interpretation of the term growth to be synonymous with progress. They indicated that they did not believe that the community would take steps to adequately support the public schools. There was evidence that in some instances the teachers did not have a clear picture of the community when they were employed in Stockton.

The unsatisfactory teaching experience of some of the resigning teachers can generally be attributed to one of two factors: assignment and teacher-pupil relationships. Subject area assignment was generally considered satisfactory by the teachers; however, thirteen of the forty-two teachers said that they had been dissatisfied with their grade level assignments. In the elementary schools, assignment of beginning teachers to schools where the teaching situation might be considered to be more difficult may have been a contributing factor. The teachers' opinions of their pupils were most indicative of an unsatisfactory teaching experience. Twenty teachers rated their pupils as being below average in proper attitudes toward school work, sixteen below average in conduct, twenty-four below average in ability, and fourteen below average in respect for the teacher.

Twenty-two of the resigning teachers stated that they believed that opportunities for advancement were below average in Stockton. They felt that the growth of the school district was slowing down; therefore, fewer administrative and other desired positions would be available in Stockton than in other districts.

Finally, the security of the teachers was affected in 1955-56 by the reorganization taking place in the school district at that time. The school district was making its second change in organizational plan in eight years. This change

necessitated many adjustments in assignment of personnel. A second factor in teacher insecurity was the evident austere financial situation facing the Stockton schools. All of the dissatisfaction with the administration of the schools evidenced by the forty-two resigning teachers stemmed from the teachers' opinions concerning action on the above two problems.

II. RECOMMENDATIONS

There are many factors involved in teacher turnover about which little can be done at the school district level except as the district actively participates with the larger public education agencies and professional teacher organizations. The problems referred to are beyond the scope of this thesis. They are part of the larger problems of professional growth and teacher training and recruitment.

However, there are factors involved in teacher turnover in the Stockton Unified School District which should receive or are receiving further consideration. The factors and pertinent recommendations follow.

Family obligations. While no desirable action can be taken to overcome the problem of family obligations with young women teachers, a larger share of the school district's recruitment program should be directed toward hiring married

women already residing in the community whose families are beyond infancy and early childhood. Women who leave teaching because of marriage or pregnancy might be encouraged to return by granting them extended leaves of absence that would be in effect as long as they remained in the community. These women could then return to work without loss of tenure or placement on the salary schedule.

Salary. In Stockton each salary increment for experience is the same, the amount of the annual increment depending upon the training of the teacher. Emphasis in this school district, and in most other districts, is given to starting salary and to the maximum attainable salary. An effective method of encouraging teachers to remain with the district might be to grant a larger increment at the end of the third year and every five years thereafter. The other increments would remain the same. The maximum limit of the salary schedule would necessarily be extended accordingly.

Assignment. The nature and level of assignment should be clearly outlined when the teacher is hired. If the assignment is to be made in a school with a transient, lower socioeconomic population, the assignment should be presented as a challenge. It should be so treated at the school level. In practically all hiring, the applicant for a position should be interviewed by the principal with whom she is to work.

This would probably necessitate some extension of contracts of elementary school principals so that they would be available for interviewing during the summer months. Schools with more difficult teaching situations might be given a smaller pupil-teacher ratio and, if necessary, an increased budget for books and supplies. In as many schools as is possible, the teaching staffs should be balanced to assure a foundation of experienced, permanent teachers.

Satisfactory teaching experience. In addition to the above recommendations it is suggested that clear and easy channels for communication between the teachers and the school administration for the discussion of teaching problems be outlined and that they be restated frequently.

Professional advancement. Carefully outlined standards of qualifications for administrative applicants and procedures for making application for administrative positions should be prepared and published. All qualified teachers who are interested should be encouraged to apply. Selected applicants should enter an in-service training program through which most would qualify within a limited period of time for appointment.

Stability. Although planned experimentation and curriculum development should be encouraged, teacher security

would be strengthened by an extended period of stability of district philosophy, curriculum, and plan of organization.

The community. New teachers should, if possible, have a clear understanding of the composition of the community of Stockton. Teachers, in fact all citizens, should be encouraged to think positively about the community, not only in terms of its accomplishments, but also in relation to future plans.

Teachers leave Stockton for many reasons, some controllable by changes in current practice, others personal in nature and beyond ordinary influence that can be exerted by the school district. The encouraging fact indicated by this study is that the Stockton Unified School District can initiate policies designed to reduce teacher turnover and thereby increase the stability of the district's educational program.

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APPENDIX

TABLE XVIII

RESULTS OF THE SUPPLEMENTARY INTERVIEW OF FORTY-SIX
TEACHERS WHO RESIGNED FROM THE STOCKTON
UNIFIED SCHOOL DISTRICT FOR OTHER
EMPLOYMENT, 1955-56

1. While employed by the Stockton Unified School District, have you been doing the kind of work for which you are prepared?

Yes	41
No	4
Undecided	1

2. While with the Stockton Unified School District, have you taught at a grade level of your interest?

Yes	30
No	13
Undecided	3

3. Do you feel that you have had adequate equipment and supplies with which to work?

Yes	34
No	11
Undecided	1

4. Do you feel that you have received adequate help in terms of improvement of instruction, assistance with discipline, etc.?

- a. From your principal?

Oversupervised	11
Adequate	27
Inadequate	13
Does not apply	5

- b. From a general supervisor?

Oversupervised	0
Adequate	13
Inadequate	9
Does not apply	24

TABLE XVIII (continued)

c. From a special subject supervisor?	
Oversupervised	2
Adequate	13
Inadequate	20
Does not apply	11
6. Have you sought counsel from your principal or a supervisor? If so, were the results to your satisfaction?	
No	8
Yes	32
Satisfactory	25
Unsatisfactory	7
Does not apply	6
7. Do you believe that you have had considerate and courteous treatment from administrative and supervisory personnel?	
Very considerate	17
Considerate	27
Inconsiderate	2
8. Have the physical surroundings in which you work been adequate?	
Very adequate	9
Adequate	29
Inadequate	8
9. Have you felt secure in your job with the Stockton Unified School District in terms of tenure and/or the stability of your teaching position?	
Secure	35
Insecure	9
Undecided	2
10. Do you feel that your association with other teachers with whom you have worked has been friendly and sincere?	
Very friendly	25
Friendly	20
Unfriendly	1

TABLE XVIII (continued)

11. (a) Have you enjoyed social activities with other teachers not related to your work at school? (b) If not, have you desired such friendships?

a. Yes	35	b. Yes	3
No	11	No	8

12. Do you have friends in Stockton not connected with public education?

Many	22
Some	12
Few	9
None	3

13. What kinds of social and/or community activities have you participated in while in Stockton?

Religious	21
Service Clubs	11
Social clubs or lodges	18
Others	8
None	10

14. Does the community afford adequate opportunities to meet the social and cultural needs of you and your family?

Adequate	21
Inadequate	21
Undecided	3
Not apply	1

15. How would you describe the Stockton Unified School District in relation to each of the following:

a. Salary?

Better than average	3
Average	19
Below average	23
Undecided	1

b. Opportunity for advancement?

Better than average	4
Average	17
Below average	22
Undecided	3

TABLE XVIII (continued)

c. Opportunity for growth as a teacher?	
Better than average	8
Average	26
Below average	8
Undecided	4
d. Consideration for teacher needs?	
Better than average	5
Average	17
Below average	21
Undecided	3
e. Progress as an education organization?	
Better than average	10
Average	23
Below average	8
Undecided	5
f. Recognition and consideration other than salary for merit?	
Better than average	8
Average	21
Below average	14
Undecided	3
g. Teaching load? (Higher rating indicates a reasonable teaching load.)	
Better than average	0
Average	22
Below average	21
Undecided	3
h. Demands on the teacher in the form of extracurricular activities and committee participation? (Higher rating indicates reasonable demands on teachers.)	
Better than average	5
Average	32
Below average	9
Undecided	0

TABLE XVIII (continued)

16. How would you rate the Stockton community on each of the following:

a. Community growth?

Better than average	6
Average	17
Below average	19
Undecided	4

b. Acceptance of and friendliness toward newcomers?

Better than average	6
Average	30
Below average	7
Undecided	3

c. Climate?

Better than average	7
Average	26
Below average	13
Undecided	0

d. General living conditions?

Better than average	10
Average	25
Below average	10
Undecided	1

17. How many years have you lived in the Stockton area?

Range	1-37
Mean	6
Mode	2
Median	3

18. How would you rate the pupils with whom you have worked on the following:

a. Attitude toward school work?

Above average	3
Average	21
Below average	20
Does not apply	2

TABLE XVIII (continued)

b. Conduct in school?	
Above average	4
Average	24
Below average	16
Does not apply	2
c. Ability?	
Above average	5
Average	15
Below average	24
Does not apply	2
d. Respect for the teacher?	
Above average	2
Average	28
Below average	14
Does not apply	2
19. a. Do you intend to continue teaching?	
Yes	42
No	2
Undecided	2
b. Would you encourage young people to teach?	
Yes	37
No	3
Undecided	6
cc. Do you think that public schools are adequately meeting the needs of children?	
Yes	13
No	27
Undecided	6
d. To what professional organizations do you belong?	
N.E.A.	31
C.T.A.	42
S.T.A.	40
Other	21

TABLE XVIII (continued)

20. a. Was your salary --

- | | |
|---|----|
| 1. The main support of yourself and dependents? | 22 |
| 2. To support yourself only? | 18 |
| 3. A supplementary income? | 6 |

b. Has your salary as a teacher been adequate to maintain the standard of living that you and your family require?

- | | |
|---------------|----|
| Yes | 25 |
| No | 21 |

c. Have you worked at another occupation to supplement your income as a teacher?

- | | |
|---------------|----|
| Yes | 19 |
| No | 27 |

21. Do you feel that you were misled in any way at the time you were interviewed and hired by the Stockton Unified School District?

- | | |
|---------------|----|
| Yes | 14 |
| No | 32 |

22. Did you feel that the security in your job depended on remaining silent although you may at times have disagreed on some important issue regarding the schools?

- | | |
|---------------------|----|
| Yes | 11 |
| No | 33 |
| Undecided | 2 |

23. Are you moving from here to an area where you or your spouse grew up or where you received your college training?

- | | |
|---------------|----|
| Yes | 12 |
| No | 34 |
-

April 16, 1956

To: Dr. Nolan D. Pulliam
From: Robert E. Maxwell
Subject: Master's Thesis

Permission is requested to involve records and personnel of the Stockton Unified School District in my master's study to the extent indicated in the attached outline,

Any information gathered will remain confidential as to the names of personnel involved.

It is my hope that some outcomes of this study may be of value to the school district. Thank you for your consideration of this request.

/sig./ Robert E. Maxwell

Request approved:

The study will be of value for the Stockton Unified School District.

/sig./ Nolan D. Pulliam
4/17/56

FIGURE 1

LETTER TO THE SUPERINTENDENT REQUESTING PERMISSION TO USE
STOCKTON UNIFIED SCHOOL DISTRICT RECORDS

91

TEACHER TURNOVER IN THE STOCKTON UNIFIED SCHOOL DISTRICT

BASIC PERSONNEL INFORMATION FORM

Code number: _____

Year resigned: _____

- | | | |
|---|---|---|
| 1. Age at resignation _____ | 2. Sex: M _____
F _____ | 3. Grades taught: K-3 _____
4-6 _____
7-9 _____
10-12 _____
13-14 _____ |
| 4. Schools taught in _____ | | |
| 5. Credentials: Provisional _____
(Check all held) General Elementary _____
General Secondary _____
Special Secondary _____
Administrative _____
Other (specify) _____ | 6. Degrees: Bachelor _____
Master _____
Doctor _____
Other (specify) _____ | 7. Salary step at resignation:
Train. _____
Exper. _____
I _____
II _____
III _____
IV _____
V _____
VI _____ |
| 8. Major _____ | | |
| 9. Marital status: M _____ S _____ W _____ D _____ | 10. Number of dependents _____ | |
| 11. Units taken while employed--SUSD: College credit _____ In-Service credit _____ | | |
| 12. Year hired: _____ | 13. Hiring recommended by: _____ | |
| 14. Type of separation: Voluntary resignation _____
Involuntary resignation _____
Dismissal _____ | | 15. Number of years taught in SUSD _____ |
| 16. Reason given for <u>Voluntary Resignation</u> : Accept another teaching position <input checked="" type="checkbox"/> _____
Change occupation _____
Family (e.g. marriage, pregnancy) _____
Transfer of spouse _____
Continue education _____
Health _____
Retirement _____
Other (specify) _____ | | |
| 17. Prior employment: | | |
| <u>Employer</u> | <u>Dates</u> | |
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | |
| 18. Comments | | |

STOCKTON UNIFIED SCHOOL DISTRICT
Stockton, California

PERSONNEL VOLUNTARILY RESIGNING 1956

SUPPLEMENTARY INTERVIEW

A. Code number _____

1. While employed by the Stockton Unified School District, have you been doing the kind of work for which you are prepared?

Comments:

Yes . . . _____
No . . . _____
Undecided _____

2. While with the Stockton Unified School District have you taught at a grade level of your interest?

Comments:

Yes . . . _____
No . . . _____
Undecided _____

3. Do you feel that you have had adequate equipment and supplies with which to work?

Comments:

Yes . . . _____
No . . . _____

4. Do you feel that you have received adequate help in terms of improvement of instruction, assistance with discipline, etc.?

a. From your principal?

a. Oversupervised _____
Adequate . . . _____
Inadequate . . . _____
Does not apply _____

b. From a general supervisor?

b. Oversupervised _____
Adequate . . . _____
Inadequate . . . _____
Does not apply _____

c. From a special subject supervisor?

c. Oversupervised _____
Adequate . . . _____
Inadequate . . . _____
Does not apply _____

Personnel Voluntarily Resigning 1956

SUPPLEMENTARY INTERVIEW

5. Approximately how many times have the following visited your room during the past year for the purpose of consultation or supervision?

a. Principal? _____

b. General supervisor? _____

c. Special subject supervisor? _____

6. Have you sought counsel from your principal or a supervisor? If so, were the results to your satisfaction?

Comments:

No _____

Yes _____

Satisfactory _____

Unsatisfactory _____

7. Do you believe that you have had considerate and courteous treatment from administrative and supervisory personnel?

Comments:

Very considerate _____

Considerate _____

Inconsiderate _____

8. Have the physical surroundings in which you work been adequate?

Comments:

Very Adequate _____

Adequate _____

Inadequate _____

9. Have you felt secure in your job with the Stockton Unified School District in terms of tenure and/or the stability of your teaching position?

Comments:

Secure _____

Insecure _____

Undecided _____

Personnel Voluntarily Resigning 1956

SUPPLEMENTARY INTERVIEW

10. Do you feel that your association with other teachers with whom you have worked has been friendly and sincere?

Comments:

Very friendly _____

Friendly . . . _____

Unfriendly . . _____

11. (a) Have you enjoyed social activities with other teachers not related to your work at school? (b) If not, have you desired such friendships?

a. Yes _____

No _____

b. Yes _____

No _____

12. Do you have friends in Stockton not connected with public education?

Many _____

Some _____

Few _____

None _____

13. What kinds of social and/or community activities have you participated in while in Stockton?

Comments:

Religious _____

Service Clubs _____

Social Clubs or Lodges _____

Others _____

14. Does the community afford adequate opportunities to meet the social and cultural needs of you and your family?

Comments:

Adequate . . _____

Inadequate _____

Undecided . _____

Personnel Voluntarily Resigning 1956

SUPPLEMENTARY INTERVIEW

15. How would you describe the Stockton Unified School District in relation to each of the following:

Comment on any item:

a. Salary?

a. Better than average _____
Average _____
Below average _____
Undecided _____

b. Opportunity for advancement?

b. Better than average _____
Average _____
Below average _____
Undecided _____

c. Opportunity for growth as a teacher?

c. Better than average _____
Average _____
Below average _____
Undecided _____

d. Consideration for teacher needs?

d. Better than average _____
Average _____
Below average _____
Undecided _____

e. Progress as an education organization?

e. Better than average _____
Average _____
Below Average _____
Undecided _____

f. Recognition and consideration other than salary for merit?

f. Better than average _____
Average _____
Below average _____
Undecided _____

g. Teaching load? (Higher rating indicates a reasonable teaching load.)

g. Better than average _____
Average _____
Below average _____
Undecided _____

h. Demands on the teacher in the form of extra-curricular activities and committee participation? (Higher rating indicates reasonable demands on teachers.)

h. Better than average _____
Average _____
Below average _____
Undecided _____

Personnel Voluntarily Resigning 1956

SUPPLEMENTARY INTERVIEW

16. How would you rate the Stockton community on each of the following:
Comment on any item:

a. Community growth?

a. Better than average _____
Average _____
Below average _____
Undecided _____

b. Acceptance of and friendliness toward newcomers?

b. Better than average _____
Average _____
Below average _____
Undecided _____

c. Climate?

c. Better than average _____
Average _____
Below average _____
Undecided _____

d. General living conditions?

d. Better than average _____
Average _____
Below average _____
Undecided _____

17. How many years have you lived in the Stockton area? _____

18. How would you rate the pupils with which you have worked on
the following:
Comment on any item:

a. Attitude toward school work?

a. Above average _____
Average _____
Below average _____

b. Conduct in school?

b. Above average _____
Average _____
Below average _____

c. Ability?

c. Above average _____
Average _____
Below average _____

d. Respect for the teacher?

d. Above average _____
Average _____
Below average _____

Personnel Voluntarily Resigning 1956
SUPPLEMENTARY INTERVIEW

19. a. Do you intend to continue teaching? a. Yes . . . ☐
 No . . . ☐
 Undecided ☐
- b. Would you encourage young people to teach? b. Yes . . . ☐
 No . . . ☐
 Undecided ☐
- c. Do you think that public schools are adequately meeting the needs of children? c. Yes . . . ☐
 No . . . ☐
 Undecided ☐
- d. To what professional organizations do you belong? N.E.A. ☐
 C.T.A. ☐
 S.T.A. ☐
 Other ☐
20. a. Was your salary --
 1. The main support of yourself and dependents? ☐
 2. To support yourself only? ☐
 3. A supplementary income? ☐
- b. Has your salary as a teacher been adequate to maintain the standard of living that you and your family require? Yes ☐
 No ☐
- c. Have you worked at another occupation to supplement your income as a teacher? Yes ☐
 No ☐
21. Do you feel that you were misled in any way at the time you were interviewed and hired by the Stockton Unified School District? If yes, describe.
 Comments: Yes ☐
 No ☐
22. Did you feel that the security in your job depended on remaining silent although you may at times have disagreed on some important issue regarding the schools?
 Comments: Yes . . . ☐
 No . . . ☐
 Undecided ☐
23. Are you moving from here to an area where you or your spouse grew up or where you received your college training?
 Comments: Yes ☐
 No ☐

Personnel Voluntarily Resigning 1956

SUPPLEMENTARY INTERVIEW

24. Did reasons other than those stated in your resignation have primary importance in your decision to leave Stockton? If so, what were those reasons?

25. Impressions of the interviewer:

831 W. Elm
Stockton, California

Dear

This letter is being sent to you as a former teacher in the Stockton Unified School District.

One of the most important problems facing the Stockton schools is the annual turnover of teachers. As a candidate for the master's degree from the College of the Pacific, I have chosen "Teacher Turnover in the Stockton Unified School District" as the subject for my thesis.

The thesis will describe the characteristics of teacher turnover in Stockton and at the same time will explore possible factors that contribute to teachers leaving to accept employment elsewhere.

The enclosed questionnaire was designed for use in an interview with those teachers leaving teaching last year to work at another occupation or with those seeking employment in another school district. Since I was unable to contact all resigning teachers last spring, I would be very grateful if you would take the time to complete the attached questionnaire and return it to me in the enclosed envelope.

This study has no official status with the Stockton Unified School District. Any information supplied by you will remain strictly confidential and will be used in the thesis only as a part of a statistical analysis of the problem. Please feel free to make any comments.

Thank you very much for your consideration.

Very respectfully yours,

/sig./ Robert E. Maxwell

Robert E. Maxwell

FIGURE 4

TRANSMITTAL LETTER THAT ACCOMPANIED SUPPLEMENTARY
INTERVIEW FORM WHEN SENT AS A QUESTIONNAIRE

STOCKTON UNIFIED SCHOOL DISTRICT
Stockton, California

1. What was the total number of full time certificated personnel employed by your school district during each of the following school years?

1953-54_____

1954-55_____

1955-56_____

2. What was the total number of certificated personnel resigning from your school district for each of the following years? (Do not include leaves of absence. Include dismissals and requested resignations in the total.)

Sept. 1, 1953--Aug. 31, 1954_____

Sept. 1, 1954--Aug. 31, 1955_____

Sept. 1, 1955--Aug. 31, 1956_____

3. Do you wish a summary of the results of this questionnaire?

Yes_____

No_____

FIGURE 5

QUESTIONNAIRE SENT TO NINE CALIFORNIA UNIFIED
SCHOOL DISTRICTS SIMILAR IN SIZE TO
THE STOCKTON UNIFIED SCHOOL DISTRICT

July 10, 1957

Personnel Director
Unified School District
, California

Dear Sir:

I am making a study of teacher turnover in the Stockton Unified School District. A part of this problem is a comparison of the amount of teacher turnover experienced by this school district with that experienced by other unified school districts of similar size throughout the state. Your cooperation in completing the enclosed questionnaire pertaining to this part of the study would be sincerely appreciated.

Since this is a problem of significance to many school districts, a summary of the results of this questionnaire will be furnished upon your request.

Very sincerely yours,

/sig./ Robert E. Maxwell

Robert E. Maxwell, Director
Curriculum and Guidance

FIGURE 6

TRANSMITTAL LETTER THAT ACCOMPANIED THE
QUESTIONNAIRE SENT TO NINE SELECTED
CALIFORNIA SCHOOL DISTRICTS